

# Stour Vale Academy Trust

## Scheme of Delegation

Version approved by the Trust Board on 11 December 2024

### Introduction

The Members and Trust Board of Stour Vale Academy Trust (the Trust) are legally accountable for the Trust, member schools and their performance. This legal accountability cannot be delegated; however, many decisions can be delegated.

This Scheme of Delegation shows the responsibilities of the Members and the Trust Board and where powers and responsibilities are delegated to other bodies or postholders involved in the governance and operation of the Trust and member schools. The bodies and postholders comprise:

- Members
- Trust Board
- The Finance and Resources Committee
- The Audit and Risk Committee
- The CEO Performance Development Committee
- The Executive Pay Committee
- The Staff Appeals Committee
- The Trust Senior Executive Team
- The CEO, who is ex-officio, the Trust's Accounting Officer
- The CFO
- The Executive Leaders
- The Central Team Head of Functions

- The Local Governing Body (LGB)
- The Headteacher Performance Development Committee
- The Pay Committee
- The Headteacher

Where an independent body must make the decision, this is indicated against the task.

The delegated powers are broken down into different levels in line with the Trust’s Principles of Governance. At Stour Vale, governance, trust and school leadership is conducted in line with the principle of secure autonomy. Therefore, the Members and Trust Board delegate as much as possible and delegate as close to the point of impact as possible. The Delegation Grid shows the full scheme of delegation. However, given that the accountability for the Trust and member schools lies with the Trust Board, there is scope for variation of the scheme in relation to member schools. This power to vary the Scheme of Delegation rests with the Trust Board and would only be used in line with the Principles of Governance.

The delegated autonomy for individual member schools is aligned with the need for the Trust to fulfill its corporate responsibilities and accountabilities to the Department for Education, Education and Skills Funding Agency, Charity Commission, HMRC and Companies House as well as to the children and young people who attend member schools, their families, the wider communities of member schools and the wider education system.

Whilst this Scheme of Delegation is designed to be comprehensive it is not exhaustive and will not cover every task. It is intended to demonstrate the principles which determine the lines of accountability so it is clear where certain decisions should lie.

The different levels of delegated power are listed below, but it should be noted that not every task requires all levels of delegated power to be defined.

- Decide (D) authorisation to decide with or without modification to any recommendations
- Recommend (R) make recommendations for approval to appropriate body
- Propose (P) put forward suggestions or formal proposals
- Consulted (C) asked for views which will be taken into account in decision making\*

The Scheme of Delegation should be read in conjunction with the Terms of Reference for the relevant body or job description for the postholder.

No individual trustee is empowered to make a decision on behalf of the Trust Board outside a specific authority set out in this Scheme of Delegation save where authority is given by resolution of the Trust Board. However, as an exception, the Chair of the Trust Board can make a decision as a single trustee when a delay in doing so would be seriously detrimental to the interests of the Trust and it would not be possible to postpone the decision to a Trust Board meeting. These decisions must be reported to the next meeting of the Trust Board. The following types of decision cannot be made by 'chair's action':

- decisions relating to admissions
- approvals of financial spend above £40,000
- decisions on executive pay

The same principles and restrictions would apply to decisions made by the chair of a local governing body.

\*In the normal day-to-day operation of the Trust, headteachers or local governing bodies can seek the opinion, advice or guidance of the CEO, Executive Leaders and CFO on any matter. However, where it is indicated in the grid, consultation with the CEO, Executive Leader or CFO must take place.

## Principles of Governance

At Stour Vale, whilst the Scheme of Delegation seeks to set out the responsibilities and delegated powers of bodies and postholders, our values and ethos, mission, vision and principle of secure autonomy sets out how these responsibilities will be undertaken. As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

## Mission, Values and Ethos

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system.

Our values are encapsulated in four words:

**Integrity** – By always acting with integrity we will ensure that we continue to deploy our resources appropriately in order to provide the very best education and care for pupils. This approach will also enable us to recruit and retain the best staff who share our values. Combined with a real recognition of our responsibility to both support and challenge member schools and to have a positive impact on the wider educational system, acting with integrity will enable us to build trust amongst member schools and more widely with schools and trusts who work in partnership with us. This trust underpins the truly effective collaboration which has a positive impact on the lives of children and young people.

**Respect** – We are committed to treating everyone with respect and to promoting equality. Stour Vale member schools are safe and inclusive schools, committed to meeting the needs of individual pupils. We value and celebrate the diversity of member schools, pupils, colleagues and the communities we serve. Much like integrity, we recognise that respect is vital to building trust. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

**Collaboration** – Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people. We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

**Excellence** – We are committed to constantly pursuing excellence by continuously improving all aspects of our work as a trust. Excellence in teaching and learning, curriculum and character development is our primary focus. We believe that by enabling our pupils to make strong academic progress alongside widening their opportunities for personal development, they will grow their potential enjoying their education to the full and be equipped to go on to be happy and successful adults contributing positively to society. This commitment to excellence in classrooms will be achieved by realising our ambition to provide excellent professional learning for all colleagues, by developing leadership in every role and by providing excellence in back-office services such as HR and finance.

## Vision

Looking to the future, continuing to hold children and young people at the heart of all that we do, our vision is to be a larger successful family of schools. Stour Vale member schools will serve their communities by providing the excellent education and care which ensures strong academic progress and a broad range of opportunities for

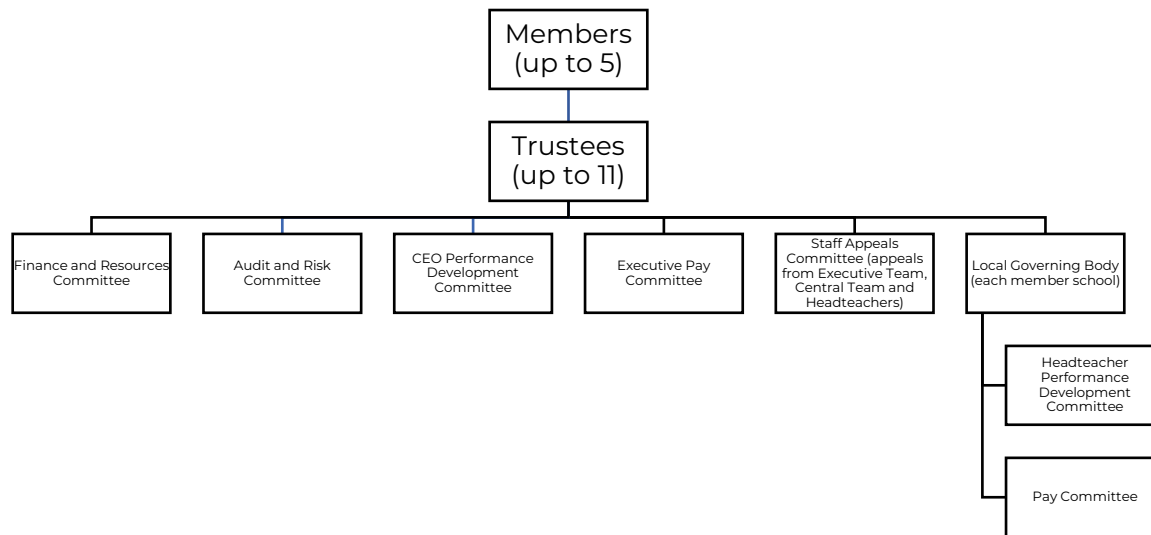
personal development. Both individually and collectively, member schools will also have a significant positive impact on the wider education system. Further growth is key to realising our vision as it will increase our capacity to provide:

- expert support and challenge for school leaders which ensures continuous improvement
- excellent back-office functions which have a clear focus on sustainable school improvement
- innovative and comprehensive approaches to professional learning, career development and staff well-being that will attract, retain and grow the best staff
- powerful learning from research and increased collaboration
- greater collective capacity to support schools facing challenges or who need to rapidly improve

## Approach

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, together with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools **create the difference together.**

# Stour Vale Governance Structure



## Roles and Responsibilities

### Members

The Members are the guardians of the Trust and its ethos: custodians of governance in the trust and its vision and values. The Members:

- may, by special resolution amend the Articles of Association, subject to any restrictions created by the Trust's funding agreement or charity law including approval of the ESFA and Charity Commission (where necessary);
- may, by special resolution appoint new Members or remove existing Members;
- may appoint Trustees as set out in the Articles of Association, and have power under the Companies Act to remove any or all serving Trustees;
- may, by special resolution, issue direction to the Trustees to take a specific action;
- appoint or remove the Trust's auditors and receive the Trust's annual audited accounts (subject to the Companies Act); and
- have power to change the name of the Trust.

Their duties are limited to the above functions and holding the Trustees to account for their governance of the Trust in pursuit of the Trust's charitable objects. In fulfilling these duties the Members must act in the best interests of the Trust.

## Trustees

The Trust Board has collective accountability and strategic responsibility for the Trust. It has a focus on ensuring the Trust delivers an excellent education to pupils while maintaining effective financial management and must ensure compliance with the Trust's charitable objects; regulatory, contractual and statutory requirements; and their funding agreement. It also has strategic and statutory responsibility for safeguarding and special educational needs and disabilities (SEND) arrangements within (and across) the Trust ensuring the promotion of pupil welfare and for keeping their estates safe and well maintained; and a role in making sure that the Trust delivers its commitment to other schools and academies, however it is done.

## Committees of the Trust Board

The Board may delegate functions to its committees. The Trust Board decides its committee structure and appoints members of the committees. Local governing bodies are technically and legally committees of the Trust Board.

## The Finance and Resources Committee

In accordance with the requirements of the Academy Trust Handbook, the Trust Board has a finance committee to which the Board delegates financial scrutiny and oversight, and which supports the Board in maintaining the Trust as a going concern.

## The Audit and Risk Committee

The Academy Trust Handbook states that the Board must appoint an audit and risk committee where the Trust's annual income exceeds £50 million. Therefore, the Trust Board has established a separate Audit and Risk Committee to advise the Board on matters relating to the Trust's finance and audit arrangements, systems of internal control and risk management. This Committee directs the Trust's programme of internal scrutiny and reports to the Board on the adequacy of the Trust's financial and other controls and management of risks.

## The CEO Performance Development Committee

The CEO Performance Development Committee reviews the performance of the CEO.

## The Executive Pay Committee

The Executive Pay Committee recommends to the Trustees the pay ranges for the CEO and Executive Leaders. This Committee also reviews and makes decisions on pay progression beyond range/ISR and/or more than one point. They also receive assurance relating to the impact of implementation of the pay policy.

## The Staff Appeals Committee

The Staff Appeals Committee hears appeals against the Trust's staffing procedures brought by employees in the central and executive teams, and by headteachers.

## The Trust Senior Executive Team

The Trust Senior Executive Team hears appeals against the Trust's staffing procedures brought by employees in the member schools, excluding headteachers.

## Local Governing Bodies

Each member school has a local governing body. Local governing bodies are committees of the Trust Board and operate under the delegation approved by the Trust Board and detailed in the delegation grid below.



## The Headteacher Performance Development Committee

The Headteacher Performance Development Committee reviews the performance of the Headteachers.

## The Pay Committee

The Pay Committee recommends to the Executive Pay Committee pay progression beyond range/ISR and/or more than one point, and reviews and makes decisions on teacher pay progression through threshold. They also receive assurance relating to the impact of implementation of the pay policy.

## Chief Executive Officer

The Chief Executive Officer (CEO) has the delegated responsibility for the operation of the Trust including the performance of all Member Schools. The CEO is the Accounting Officer, and as such has overall responsibility for the operation of the Trust's financial responsibilities and must ensure high standards of probity in the management of public funds.

## Chief Finance Officer

The Chief Finance Officer has delegated responsibilities for the financial operation of the Trust and member schools. In the absence of the CEO, the CFO deputises and has delegated responsibility for the operation of the Trust's financial responsibilities.

## Executive Leaders

Executive Leaders quality assure the self-evaluation and rapid and sustained/continuous improvement of member schools. In the absence of the CEO, they deputise and have delegated responsibility for the operation of the Trust.

## The Headteachers

Each headteacher is responsible for the operational and strategic leadership and management of a member school. Headteachers are line managed by Executive Leaders but are accountable to the LGB on matters which have been delegated to the LGB.

## Heads of Function

The Heads of Function have responsibility for the operational and strategic leadership of a central team service. They are line managed by either the CEO or the CFO.

## Policies

Policies are divided into four categories:

**'A' policies:** Trust-wide policies with no/minimal adaptations at school level. These policies are approved by the Trust Board and adopted by LGBs.

**'B' policies:** Trust-wide policies with school appendices. These policies are approved by the Trust Board and adopted by LGBs.

**'C' policies:** Statutory school-specific policies. These policies are approved by LGBs.

**'D' policies:** Non-statutory school-specific policies. These policies are approved by LGBs.

Policies referring to member schools by name will be updated whenever a new school joins the Trust. This will be considered a technical update and will not require approval by the Trust Board.

# Delegation Grid

	<b>Task</b> <b>Key: Decide (D), Recommend (R),</b> <b>Propose (P), Consulted (C)</b>	<b>Notes</b>	<b>Members</b>	<b>Trust Board</b>	<b>Finance and Resources Committee</b>	<b>Audit and Risk Committee</b>	<b>Executive Pay Committee</b>	<b>CEO</b>	<b>CFO</b>	<b>Executive Leaders</b>	<b>Heads of Function</b>	<b>Local Governing Body</b>	<b>Headteachers</b>
<b>1.</b>	<b>Governance</b>												
1.1	Trust values, ethos and culture			D				R	C	C	C	C	C
1.2	Trust vision			D				R	C	C	C	C	C
1.3	Trust strategic plan			D				R	C	C	C	C	C
1.4	Trust Articles of Association		D	R									
1.5	Trust Board Terms of Reference		C	D				R					
1.6	Trust Scheme of Delegation			D				R	C	C	C	C	C
1.7	Approve new member schools joining the Trust			D				R	C	C			
1.8	Establish trust committees			D				P	P				
1.9	Trust Committee Terms of Reference			D	R	R	R	P	P			C	
1.10	Composition of LGBs			D				R	R	P		P	P
1.11	LGB Terms of Reference			D				R	R			C	
1.12	Monitoring of LGBs statutory duties including publication on websites (equal opportunities, safeguarding)			D				R		R	P		
1.13	Appoint and remove Trustees		D	R				P					
1.14	Appoint and remove Chair and Vice Chair of Trust Committees (other than LGBs)			D	R	R	R						

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1.15	Appoint and remove Trust Committee members			D									
1.16	Appoint Chair and Vice Chair of the Trust Board	As per Articles		D									
1.17	Appoint local governors			D				P	P	P		R	
1.18	Remove local governors			D				R	P	P		P	
1.19	Appoint Chair and Vice Chair of the LGB							P	P	P		D	
1.20	Remove Chair and Vice Chair of the LGB			D				R	P	P		P	
1.21	Appoint and remove Clerk to the Trust Board			D				R			P		
1.22	Appoint and remove Clerk to the LGB			D	R	R		R			P	P	
1.23	Calendar of Trust Board and LGB meetings			D				R	C		P	C	C
1.24	Variation of delegation for a member school			D				R	P	P		C	C
1.25	Trust engagement with the wider community and the wider educational system							D	P		P	P	P
1.26	Member school engagement with parents, the wider community and the wider educational system											D	R
1.27	Trust safeguarding policy and culture of safeguarding			D				R					

	<b>Task</b> <b>Key: Decide (D), Recommend (R),</b> <b>Propose (P), Consulted (C)</b>	<b>Notes</b>	<b>Members</b>	<b>Trust Board</b>	<b>Finance and Resources Committee</b>	<b>Audit and Risk Committee</b>	<b>Executive Pay Committee</b>	<b>CEO</b>	<b>CFO</b>	<b>Executive Leaders</b>	<b>Heads of Function</b>	<b>Local Governing Body</b>	<b>Headteachers</b>
1.28	Member school safeguarding policy and culture of safeguarding											D	R
1.29	Appoint lead trustee for safeguarding			D									
1.30	Appoint lead local governor for safeguarding											D	
1.31	Appoint lead trustee for SEND			D									
1.32	Appoint lead local governor for SEND											D	
1.33	Appoint lead trustee for Careers			D									
1.34	Appoint lead local governor for Careers	Secondary										D	
1.35	Appoint lead trustee for Digital and Technology Standards			D									

	<b>Task</b> <b>Key: Decide (D), Recommend (R),</b> <b>Propose (P), Consulted (C)</b>	<b>Notes</b>	<b>Members</b>	<b>Trust Board</b>	<b>Finance and Resources Committee</b>	<b>Audit and Risk Committee</b>	<b>Executive Pay Committee</b>	<b>CEO</b>	<b>CFO</b>	<b>Executive Leaders</b>	<b>Heads of Function</b>	<b>Local Governing Body</b>	<b>Headteachers</b>
<b>2.</b>	<b>Performance, Curriculum and Teaching</b>												
2.1	School curriculum									C		D	R
2.2	School teaching and learning policy									C		D	R
2.3	School self-evaluation									C		D	R
2.4	School improvement priorities and improvement planning									C		D	R
2.5	Sex Education and Relationships Policy									C		D	R
2.6	Religious Education Policy									C		D	R
2.7	Special Educational Needs Policy									C		D	R
2.8	Early Years Foundation Stage Policy	Where applicable								C		D	R
2.9	School Pupil Premium Strategy and Plan									C		D	R
2.10	Reporting on the accuracy of the school's self-evaluation to the Trust Board									D		R	R
2.11	Reporting on the appropriateness of the school's improvement priorities and the effectiveness of school improvement to the Trust Board									D			
2.12	Deployment of Executive Leaders to challenge and support rapid and sustained/continuous improvement of member schools							D		R		P	P
2.13	Deployment of centrally employed staff and central resources to support rapid and sustained/continuous improvement in member schools							D	R	R		P	P

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2.14	Evaluating the positive impact of Trust membership on the on the performance of the member schools	Trust Board will evaluate the impact of the deployment of central services and collaborative working.		D									

	<b>Task</b> <b>Key: Decide (D), Recommend (R),</b> <b>Propose (P), Consulted (C)</b>	<b>Notes</b>	<b>Members</b>	<b>Trust Board</b>	<b>Finance and Resources Committee</b>	<b>Audit and Risk Committee</b>	<b>Executive Pay Committee</b>	<b>CEO</b>	<b>CFO</b>	<b>Executive Leaders</b>	<b>Heads of Function</b>	<b>Local Governing Body</b>	<b>Headteachers</b>
<b>3.</b>	<b>Member Schools Policies and Procedures (for delegation of policies see policy schedule)</b>												
3.1	School times, terms, and holidays			D								R	P
3.2	Significant change (expansion of pupil numbers, reduction of pupil numbers, extension of age-range or provision etc.)			D				R	C	C	C	R	P
3.3	Pupil Behaviour Policy									C		D	R
3.4	Suspension of pupil	Follow DfE guidance											D
3.5	Permanent Exclusion of pupil	Follow DfE guidance Consult either EL or CEO						C		C		D	R
3.6	Appeal against permanent exclusion of a pupil (independent)	As per DfE guidance											
3.7	Admissions Policy			D				R				P	P
3.8	Admissions Appeals (independent)												
3.9	School prospectus											D	R
3.10	School branding website and use of social media											D	R
3.11	Use of Trust branding in schools											D	R
3.12	School uniform											D	R
3.13	Extended activities and lettings	As per lettings policy										D	R



	<b>Task</b> <b>Key: Decide (D), Recommend (R), Propose (P), Consulted (C)</b>	<b>Notes</b>	<b>Members</b>	<b>Trust Board</b>	<b>Finance and Resources Committee</b>	<b>Audit and Risk Committee</b>	<b>Staff Appeals Committee</b>	<b>CEO Performance Management Committee</b>	<b>Executive Pay Committee</b>	<b>CEO</b>	<b>CFO</b>	<b>Executive Leaders</b>	<b>Trust Senior Executive Team</b>	<b>Heads of Function</b>	<b>Local Governing Body</b>	<b>Headteacher Performance Management Committee</b>	<b>Pay Committee</b>	<b>Headteachers</b>
<b>4.</b>	<b>Staff Policies and Pay</b>																	
4.1	Pay and Remuneration Policy			D						R	R			C				C
4.2	Changes to Employee Terms and Conditions or Collective Agreements			D						R	P			P/C	C			C
4.3	Performance Development Policy			D						R	C	C		C	C			C
4.4	<u>Adoption of Transferring Policies and Collective Agreements</u>			D						R	R			C				
4.5	Teachers' annual pay award (overall increase)			D						R	R							
4.6	Support staff annual pay award (overall increase)			D						R	R							
4.7	CEO pay range			D					R									
4.8	Exceptional Pay Progression (beyond range/ISR and/or more than one point)								D	R	R						R	P
4.9	Applications to progress through 'threshold' (central team)								D	R								
4.10	Applications to progress through 'threshold' (school-based staff)																D	R
4.11	Appeal against individual pay decision						D											

	<b>Task</b> <b>Key: Decide (D), Recommend (R), Propose (P), Consulted (C)</b>	<b>Notes</b>	<b>Members</b>	<b>Trust Board</b>	<b>Finance and Resources Committee</b>	<b>Audit and Risk Committee</b>	<b>Staff Appeals Committee</b>	<b>CEO Performance Management Committee</b>	<b>Executive Pay Committee</b>	<b>CEO</b>	<b>CFO</b>	<b>Executive Leaders</b>	<b>Trust Senior Executive Team</b>	<b>Heads of Function</b>	<b>Local Governing Body</b>	<b>Headteacher Performance Management Committee</b>	<b>Pay Committee</b>	<b>Headteachers</b>
<b>5.</b>	<b>Staff Management</b>																	
5.1	Staff complement, structure and grades central team			D						R	C	C		C				C
5.2	School staff complement, structure and grades within a balanced/surplus budget											C			D			R
5.3	School staff complement, structure and grade where the CFO and CEO have advised the school that additional approval should be sought for appointments									D	C	C			R			R
5.4	CEO appointment			D														
5.5	CFO appointment			D						R								
5.6	Executive team appointments			D						R	C							
5.7	Central team appointments									D	R	R		R				
5.8	Headteacher appointments			D						R					P			
5.9	Deputy, Assistant headteacher and leadership scale appointments	Consult either CEO or EL								C		C			D			R
5.10	Teaching and support staff appointments																	D
5.11	Performance review of CEO			D				R										
5.12	Performance review of CFO								D	R								
5.13	Performance review of Executive team (Executive Leaders) and central team (teaching staff)								D	R								

	<b>Task</b> <b>Key: Decide (D), Recommend (R), Propose (P), Consulted (C)</b>	<b>Notes</b>	<b>Members</b>	<b>Trust Board</b>	<b>Finance and Resources Committee</b>	<b>Audit and Risk Committee</b>	<b>Staff Appeals Committee</b>	<b>CEO Performance Management Committee</b>	<b>Executive Pay Committee</b>	<b>CEO</b>	<b>CFO</b>	<b>Executive Leaders</b>	<b>Trust Senior Executive Team</b>	<b>Heads of Function</b>	<b>Local Governing Body</b>	<b>Headteacher Performance Management Committee</b>	<b>Pay Committee</b>	<b>Headteachers</b>
5.14	Performance review of central team	Line manager to make recommendation								D	R	R		R				
5.15	Performance review of headteacher	Executive Pay Committee can take decision if autumn 2 LGB meeting is not quorate							D			R			D	R		
5.16	Performance review of all other school-based staff																	D
5.17	Disciplinary and capability procedures (CEO) including appeals			D														
5.18	Disciplinary and capability procedures (Senior Exec Team)									D								
5.19	Disciplinary and capability procedures (Central team)									D								
5.20	Disciplinary and capability procedures (Headteacher)									D								
5.21	Disciplinary and capability procedures (All other school-based staff)																	D
5.22	Appeals against disciplinary and capability procedures (Senior Exec Team)						D											
5.23	Appeals against disciplinary and capability procedures (Central team)						D											
5.24	Appeals against disciplinary and capability procedures (Headteachers)						D											

	<b>Task</b> <b>Key: Decide (D), Recommend (R), Propose (P), Consulted (C)</b>	<b>Notes</b>	<b>Members</b>	<b>Trust Board</b>	<b>Finance and Resources Committee</b>	<b>Audit and Risk Committee</b>	<b>Staff Appeals Committee</b>	<b>CEO Performance Management Committee</b>	<b>Executive Pay Committee</b>	<b>CEO</b>	<b>CFO</b>	<b>Executive Leaders</b>	<b>Trust Senior Executive Team</b>	<b>Heads of Function</b>	<b>Local Governing Body</b>	<b>Headteacher Performance Management Committee</b>	<b>Pay Committee</b>	<b>Headteachers</b>
5.25	Appeals against disciplinary and capability procedures (all other school-based staff)												D					
5.26	Suspension and return (CEO)	Delegated to Chair		D														
5.27	Suspension and return (Executive and central team)									D								
5.28	Suspension and return (Headteacher)									D					C			
5.29	Suspension and return (all other school-based staff)																	D
5.30	Dismissal (CEO)	Panel of the Board		D														
5.31	Dismissal (Executive or Central team)	Panel of the Board		C						D								
5.32	Dismissal (Headteacher)	Panel of the Board								D					C			
5.33	Dismissal (all other school-based staff)																	D
5.34	Appeal against dismissal (CEO)								D									
5.35	Appeal against dismissal (Executive or Central team)								D									
5.36	Appeal against dismissal (Headteacher)								D									

	<b>Task</b> <b>Key: Decide (D), Recommend (R), Propose (P), Consulted (C)</b>	<b>Notes</b>	<b>Members</b>	<b>Trust Board</b>	<b>Finance and Resources Committee</b>	<b>Audit and Risk Committee</b>	<b>Staff Appeals Committee</b>	<b>CEO Performance Management Committee</b>	<b>Executive Pay Committee</b>	<b>CEO</b>	<b>CFO</b>	<b>Executive Leaders</b>	<b>Trust Senior Executive Team</b>	<b>Heads of Function</b>	<b>Local Governing Body</b>	<b>Headteacher Performance Management Committee</b>	<b>Pay Committee</b>	<b>Headteachers</b>
5.37	Appeal against dismissal (all other school-based staff)												D					
5.38	Responses to requests for flexible working or early retirement (CEO)			D														
5.39	Responses to requests for flexible working or early retirement (Exec and central team)								D									
5.40	Responses to requests for flexible working or early retirement (Headteacher)								D					C				
5.41	Responses to requests for flexible working or early retirement (all other school-based staff)																	D
5.42	Appeal against outcome of a flexible working request (CEO)						D											
5.43	Appeal against outcome of a flexible working request (Exec and central team)						D											
5.44	Appeal against outcome of a flexible working request (Headteacher)						D											
5.45	Appeal against outcome of a flexible working request (all other school-based staff)												D					

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5.46	Formal grievance (CEO)	If the grievance relates to the decision maker indicated, it should be submitted to the next level up		D														
5.47	Formal grievance (Exec Team)	If the grievance relates to the decision maker indicated, it should be submitted to the next level up								D								
5.48	Formal grievance (Central Team)	If the grievance relates to the decision maker indicated, it should be submitted to the next level up												D				
5.49	Formal grievance (Headteacher)	If the grievance relates to the decision maker indicated, it should be submitted to the next level up										D						

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5.50	Formal grievance (all other school based staff)	If the grievance relates to the decision maker indicated, it should be submitted to the next level up																D
5.51	Appeal against grievance outcome (CEO)		D															
5.52	Appeal against grievance outcome (Exec Team)			D														
5.53	Appeal against grievance outcome (Central Team)								D									
5.54	Appeal against grievance outcome (Headteacher)								D									
5.55	Appeal against grievance outcome (all other school based staff)											D						

	<b>Task</b> <b>Key: Decide (D), Recommend (R),</b> <b>Propose (P), Consulted (C)</b>	<b>Notes</b>	<b>Members</b>	<b>Trust Board</b>	<b>Finance and Resources Committee</b>	<b>Audit and Risk Committee</b>	<b>Executive Pay Committee</b>	<b>CEO</b>	<b>CFO</b>	<b>Executive Leaders</b>	<b>Heads of Function</b>	<b>Local Governing Body</b>	<b>Headteachers</b>
<b>6.</b>	<b>Financial/Corporate Governance and Management</b>												
6.1	Trust and member school financial policies including Trust Procurement Policy			D	R				P				
6.2	Trust Charging and Remissions Policy								C			D	R
6.3	Central 1- and 3-year budget plans			D	R			P	P				
6.4	Member schools 1- and 3-year budget plan			D	R			C	C			R	P
6.5	Establishing controls framework including internal audit			D		R		P	P				
6.6	Managing cash position								D				
6.7	Monitoring pupil premium, sports premium and all catch-up funding											D	R
6.8	Ensuring compliance with ESFA requirements (finance and governance)		D	D				D	R		P		
6.9	Monitoring of management accounts			D	R				P				
6.10	Monitoring of financial performance			D	R				P				
6.11	Member school in-year monitoring and decisions within delegated budget non-pay budget								C			C	D
6.12	Member school in-year monitoring and decisions within delegated pay budget	See also 5.2 and 5.3										D	R
6.13	Central budget in-year monitoring and decisions within non-pay budget							D	R		P		



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6.14	Central budget in-year monitoring and decisions with pay budget	See also 5.1		D				R	P		P		
6.15	Member school in-year budget virement								C			D	R
6.16	Central budget in-year budget virement			D				R	P		C		
6.17	Use of the Schools Capital Allocation	See bidding process		D	R			P	P			C	C
6.18	Trustee's report and Annual Financial Statements	Members receive accounts		D		R		P	P				
6.19	Appoint Auditors		D	R		P		P	P				
6.20	Response to Auditor's Management Letter			D		R		P	P				
6.21	Trustee's Expenses Policy			D					R				
6.22	<u>LGPS Discretions Policy</u>			D					R				
6.23	Maintaining Risk Register					D		R	R	R			

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<b>7.</b>	<b>Financial Authorisation</b>												
7.1	Authority to spend on approved, costed items provided in current year's budget	As per Trust Financial Handbook											
7.2	Authority to spend on items not approved and costed in current year's budget			D	R				P				P
7.3	Authority to incur capital expenditure above £50K (if not already approved in the delegated budget or capital programme)	Ensures all capital expenditure is approved.			D			P	R				P
7.4	Authority to incur capital expenditure up to £50K (if not already approved in the delegated budget or capital programme)							D	R				P
7.5	Dismissal Compensation/Severance/Redundancy payments less than or equal to £25K			D				R	C				
7.6	Non-statutory severance payments from £25K - £49,999			D				R	C				
7.7	Non-statutory severance payments £50K or higher	ESFA approval. Internal approval by Board.		R				P					
7.8	An exit package which includes a special severance payment at, or above, £100,000 (contractual + non-contractual = £100,000)	HM Treasury approval (via ESFA). Internal approval by Board		R									

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7.9	An exit package which includes a special severance package for any employee who earns over £150K	HM Treasury approval (via ESFA). Internal approval by Board		R									
7.10	Disposals or write off of stock, assets or debts up to £5K	CFO to report to Board						D					D
7.11	Disposals or write off of stock, assets or debts from £5K to £10K							P	D				P
7.12	Disposals or write off of stock, assets or debts from £10K to £45K				D				R				P
7.13	Disposals or write off of stock, assets or debts above £45K	SoS (EFA) only. Internal approval by Board		R									P

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<b>8.</b>	<b>Central Services</b>												
8.1	Scope of central services to be provided to academies within the academy trust			D				R	P/C	P/C	P/C	C	P/C
8.2	Services to be contracted by the Trust (procurement subject to Finance Regulations as set out below)			D				R	P	P/C	P/C		C

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<b>9.</b>	<b>Premises and Assets</b>												
9.1	Asset Management Strategic Policy and Plan			D				R	R				
9.2	Member schools Asset Management Policy and Plan									C	C	D	R
9.3	Acquiring a freehold on land or buildings	SoS (EFA) only. Internal approval by Board.		R									
9.4	Disposing of a freehold on land or buildings	SoS (EFA) only. Internal approval by Board.		R									
9.5	Entering/granting any leasehold or tenancy agreement for more than 5 years	SoS (EFA) only. Internal approval by Board.		R									
9.6	Entering into any operating lease below £50K							D	R		P		
9.7	Entering into any operating lease above £50K			D				R	P				
9.8	Entering relationships with related parties below £20K	Related parties to be reported via the online portal		D									
9.9	Entering into new arrangements with related parties above £20K	Related parties to be reported via the online portal		R									